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ABSTRACT

The process of shifting from the educational practice paradigm of the traditional teacher-dependent classroom to an independent learning environment requires transformation of attitudes, beliefs, and actions of students and teachers alike through understanding and acquisition and application of fundamental learning principles, skills, and attitudes. Dubai Women's College has developed a course, called INDE 1150/1250 (INDE being an acronym for "independent learning"), which illustrates how the educational community can achieve the transition to an independent learning environment. The course is designed to complement the college's 1-year certificate diploma in ENGL 1100 through reinforcement of grammatical and functional structures contained within the numeracy and literacy context of ENGL 1100. Gradually, INDE 1150/1250 became the gateway to libraries and independent learning centers around the college system. Over the years, INDE 1150/1250 has focused progressively on learner independence and moving away from teacher dependence. This shift has occurred in the course's content and mode of delivery, which introduce students to basic independent living skills, such as reflecting, evaluating, decision making, problem solving, goal setting, and finding information. End-of-course evaluations have demonstrated the course's effectiveness in helping women become independent learners. (Appended is an introduction to the course INDE 1150/1250. The bibliography lists 58 references.) (MN)

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Crossroads of the New Millennium

From Teacher Dependence To Learner Independence: Case Study From The Dubai Women's College

Prepared and Presented

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Workshop 2

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Abstract

In this paper, I discuss the process of changing paradigms in practice - from teaching to learning – or from a traditional teacher-dependent classroom to an independent learning environment. This process requires the transformation of attitudes, beliefs, and actions – for both the learners and the teachers - through understanding, acquiring and applying fundamental independent learning principles, skills and attitudes, as well as overcoming learning and teaching barriers. The acquisition of basic independent learning skills and overcoming barriers to learning are essential in a technologically demanding education system and work environment. Although systemic and personal barriers to implementation exist, research and practice demonstrate that both teachers and learners are able to begin the transformation through constant reflection and self-evaluation in an environment where there is mutual trust between the teacher and individual learner.

To put this process into perspective, this paper begins with an analysis of the concepts of teacher dependence and learner independence and their implications in practice. I then move on to discuss what it takes to make the shift from teacher dependence to learner independence. I use the INDE course (a first-year Certificate Diploma course at Dubai Women's college) as one example of how the educational community can become involved in making this transition a reality.

From Teacher Dependence to Learner Independence: Case Study from the Dubai Women's College

> It is a tragic fact that most of us only know how to be taught; we haven't learned how to learn. Malcolm Knowles.

In the above quote, Malcolm Knowles strikes at the heart of the purpose of education and the meaning of the educated person and focuses our attention on the outcomes of two opposing paradigms of teaching and learning. A teacher-centred educator would define the primary purpose of education as the transmission of knowledge, including skills, understandings, attitudes and values. According to Knowles, the implicit objective of this kind of education is the production of competitive and knowledgeable but dependent people through norm-referred testing and grading (Knowles, 1989: 132). Teachers in a system such as this have full responsibility to decide what is to be learned, how it is to be learned, when it is to be learned and if it has been learned. The learner's role is to receive what the teacher transmits and to do as the teacher tells her.[1]

On the other hand, a learner-centred educational system's purpose is to help people become competent and co-operative, with the highest competence being that of continuous, independent, self-directed and lifelong learning. In this system, teachers are facilitators of learning where learners are independently, creatively, expandingly, and not statically knowledgeable. What sets these learners apart from those who are products of a teacher-dependent system is the ability to avoid becoming obsolete by using their acquired knowledge to continuously anticipate new conditions and make changes accordingly (Ibid: 132). These are qualities that are highly valued and essential for success in a world where changes take place constantly as new and more improved technologies are introduced.

The differences between the two approaches to education are made implicit in their respective epistemological assumptions about the roles and responsibilities of learners, teachers, and education and about knowledge itself. In practice, the change from a teacher dependent environment to one that fosters independent learning becomes dependent on overcoming those assumptions that act as barriers to the transformation.

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[1] I have chosen to refer to students and teachers in the feminine forms: she, her, herself.

TEACHER-DEPENDENCE

Assumptions about learners, in general, translate into specific roles for them and their teachers. In a traditional teacher dependent setting, these assumptions result in a situation where the teacher has total control of the teaching process and the student has none (figure 1). Not surprisingly, assumptions implicit in a teacher-dependent environment include the following:

- the student cannot be trusted to pursue her own learning
- presentation equals learning
- the aim of education is to accumulate brick upon brick of factual knowledge
- the truth is known
- creative citizens develop from passive learners
- evaluation is education and education is evaluation

Figure 1. Total Teacher Dependent Environment: The students have no voice here. The teacher is in control. She is the giver of all knowledge and the student is the silent recipient.

This kind of educational setting supports and develops an environment that is not conducive to learning (Freire, 1970). By placing emphasis on the teacher as the giver and the student as the receiver, this teacher-centred view of teaching as the transmission of knowledge is counterproductive to student learning (Sheppard and Gilbert, 1991; and Trigwell et. al., 1994). It further perpetuates the teacher as the only source of knowledge and the student as an empty vessel waiting to be filled with the teacher's knowledge. In an environment like this, teachers teach (often lecture) and students are taught; teachers know everything and students know nothing; teachers think and exclude the participants from the process; teachers discipline and students are disciplined; teachers choose and enforce their choice, and students comply; teachers act while students remain passive; teachers choose the programme content,

and students (who were not consulted) adapt to it; and teachers teach to meet their teaching needs which are often not the same as the learning needs of their students (Freire, 1970).

A teacher-dependent system encourages teachers to set expectations for teaching outcomes. In other words, lesson objectives are teacher and not learner centred. As Knowles stated in the opening quote, after years of being exposed to teacher-dependent mode of schooling, students learn how to be taught and not how to learn. It is inevitable that these students believe the core beliefs of the system and behave in ways that reinforce the earlier mentioned assumptions. Many students thus act passively, want to be taught, do not trust their own knowledge or acknowledge its existence, and instead focus solely on retaining what is 'taught' and passing exams.

LEARNER INDEPENDENCE

> Independent learners are more likely to have more thought, more mind, more philosophy, more true enlargement than those earnest but ill-used persons, who are forced to load their minds with a score of subjects against an examination, who have too much in their hands to indulge themselves in thinking or investigation, who devour premiss and conclusion together with indiscriminate greediness, who hold whole sciences on faith, and commit demonstrations to memory, and who too often, as might be expected, when their period of education is passed, throw up all they have learned in disgust, having gained nothing really by their anxious labours, except perhaps the habit of application (John Henry Newman, 1852: 238).

A learning environment where learners are independent is in contrast to the traditional teacher-dependent one. Independent learning is characterised by a high degree of learner-control over instructional elements, whether it is in or out of the classroom environment.[2]

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[2] Innovations that have a strong element of promoting independent learning include: Problem-based learning (Barrows and Tamblyn, 1980; Boud and Feletti, 1991) and variations such as 'enquiry and action learning' (Burgess, 1992; Burgess and Jackson, 1990). These

These include the setting of objectives, making choices about pacing, content and methodology, and self-assessment of learning outcomes (Candy, 1991: 13).

Assumptions about independent, self-directed and life-long learners and learning seem to stand in opposition to the teacher-centred ones:

- human beings have a natural potentiality for learning
- significant learning takes place when the subject matter is perceived by the student as relevant to her own purposes
- much significant learning is acquired through doing
- learning is facilitated by students' responsible participation in the learning process
- self-initiated learning involving the whole person – feelings as well as intellect – is the most pervasive and lasting
- creativity in learning is best facilitated when self-criticism and self-evaluation are primary, and evaluation by others is of secondary importance
- the most socially useful thing to learn in the modern world is the process of learning, a continuing openness to experience, and an incorporation into oneself of the process of change (Rogers, 1980: 294 –301; Knowles, 1984: 108; and Knowles, 1989: 54-55).

In essence, the concept of independent learning goes beyond the issue of control. Control cannot be realised in the absence of a learner's ability to conceptualise, design, conduct and evaluate her own learning. An independent learner is someone who is in control of her own learning, because she can make informed choices, act reflectively, take responsibility for the learning process and outcome, and is an active participant in her own learning.

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approaches organise study around key professional problems rather than traditional disciplinary knowledge. With staff support and access to appropriate study materials, students plan their own learning to address problems with which they are confronted; Self-directed learning (Hammond and Collins, 1991), learning contracts (Anderson et al., 1994, forthcoming; Knowles and Associates, 1986; Stephenson and Laycock, 1993) and the negotiated curriculum (eg, Brew, 1993; Millar et al., 1986). The emphasis in these approaches is on negotiation between staff and students about what is to be learned and how it is to be learned. Such negotiation takes place on either an individual or group basis; and Experiential learning (Kolb, 1984; Weil and McGill, 1989), experience-based learning (Higgs, 1988) and action learning (Beaty and McGill, 1992; Pedler, 1991). These approaches place particular emphasis on the past and current experience of learners. They involve either the construction of appropriate learning events and the processing of the experience gained or working with students' experience of events outside the immediate context of the course.

Accomplishing these is not an easy feat. Becoming an effective independent learner takes skill, training, and practice, not to mention opportunities for independent action. It also takes the right frame of mind and attitude, on the institutions', teachers' and learners' behalf. And perhaps most importantly, it takes the belief that, however difficult, it is possible to achieve.

It is important to understand that an independent learner, who practices control over her learning, has some necessary skills to be self-sufficient. Being self-sufficient however does not mean the learning takes place in isolation. Perhaps due to the terminology used – independent – people develop certain misconceptions about the characteristics of an independent learner and the learning process. These misconceptions in turn act as barriers to engaging in a true independent learning venture. One common misconception about independent learning is that it takes place in isolation, and away from the teacher. In other words, this is the only way for the learner to have 'total' control over her learning. The image that comes to mind is the learner, left alone to do the work on her own, receiving no direction, guidance or feedback from anyone else. This image stems from the assumption that a true independent learner does the work herself and is completely responsible for her own learning, for both the process and the outcome of her efforts. She needs no help and gets no help. She must do it all on her own. This gives the teacher an opportunity to take herself out of the picture entirely, absolving herself of any responsibility where the students' learning is concerned (figure 2).

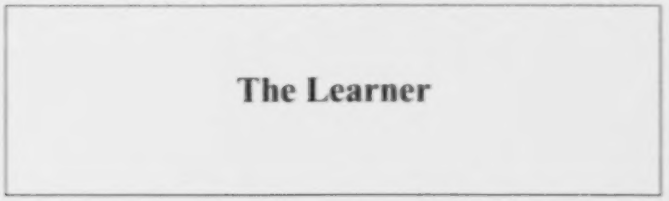

Figure 2. Misconceptions about Independent Learning: All student and no teacher

However, even the 'best' independent learners may at times need help. Reflecting on the learning situation, evaluating it, making decisions about the next step needed to be taken, and planning the course of action also include deciding which resources (including people resources or learning facilitators, such as teachers and librarians) are needed to help the learner achieve her goals. The success of independent learning at times depends on the

partnership between the learner and people resources. The learner decides how much input is needed and seeks it as necessary (Figure 3).

Figure 3. Independent Learners may need to refer to their teacher for help.

Here, diversity of purpose is permitted to exist. Students are learners active in their own learning and teachers are facilitators of learning. The facilitator's job is to set the initial mood or climate of the class and help elicit and clarify the purposes of the individuals in the class as well as the more general purposes of the group. The facilitator then relies upon the desire of each student to implement those purposes that have meaning for her, as the motivational force behind significant learning. She endeavors to organise and make easily available the widest possible range of resources for learning, regards herself as a flexible resource to be utilised by the group, and is able increasingly to become a participant learner, a member of the group, expressing her views as those of one individual only. And, in her functioning as a facilitator of learning, she endeavors to recognise and accept her own limitations (Rogers, 1969: 164-166).

FROM TEACHER DEPENDENCE TO LEARNER INDEPENDENCE

> I feel certain that given this [independent learning] approach to education, I would indeed be able to survive - even thrive - in a world characterised by an accelerating pace of change (Malcolm Knowles, 1989: 135).

It is evident from the discussion so far that moving from teacher dependence to learner independence requires a total conceptual shift on behalf of the learner, the teacher, and the educational institution. The question that remains to be answered is 'how.' Becoming a successful independent learner takes years of training, practice and experience. Becoming effective facilitators of learning also takes time, effort, and training. To make the transition, there needs to be a shift in our focus from teaching to learning and from teachers to learners.

Teachers need to become facilitators. Instead of teaching, they must facilitate learning. There are no 'teachers' in this system, only resource people.

Resource people require a very different set of skills, attitudes and values from those of traditional classroom teachers, and so a process of retraining of teachers would be required to put the system into operation. Learners too need to be retrained to take responsibility for their own learning and acquire independent learning skills. They cannot remain as passive receivers of information but active acquirers and producers of knowledge. They also need to take control of their own learning. Research indicates that when people perceive the locus of control to reside within themselves, they are more creative and productive (LefCourt, 1976) and that the more they feel their unique potential is being utilised, the greater their achievement (Maslow, 1970). The walls of the classroom need to be erased, making the world itself the place of learning.

Educational planners and administrators also need retraining. In the end, no matter how difficult the journey, one must start somewhere and there is no time better than the present. No age is too old or too young and no place too big or too small. The only things that really stand in the way are people's own self-imposed limitations that are filtered through dispositional barriers.[3]

Barriers can be broken down through systematic planning and implementation. In addition to retraining, teachers can assess students' knowledge, understanding, experience, background, learning attitudes and values, and level of learning ability or skill in planning and carrying out independent learning projects. They can then provide skill development exercises that help the learner move to a higher level of ability in independent learning (Knowles, 1989) while keeping in mind Bloom's Taxonomy of Cognitive Processes.[4]

Teacher-specific barriers can be overcome if teachers believe in their students, offer them challenging opportunities, and involve them in the learning process, i.e., planning, assessing needs, formulating goals, designing lines of action, carrying out activities, and evaluating results. Students need to hear from their teachers that they are capable of accomplishing

[3] Other barriers to learning include situational and institutional barriers.

[4] 1. Knowledge, 2. Comprehension, 3. Application, 4. Analysis, 5. Synthesis, and 6. Evaluation.

tasks.[5] They need to feel that as individuals, they have a lot to offer. People perform at a higher level when they are operating on the basis of their unique strengths, talents, interests, and goals than when they are trying to conform to some imposed stereotype (Csikszentmihalyi, 1975; Erikson, 1974; Goldstein and Blackman, 1978; Maslow, 1970; Messick and Associates, 1976; Moustakas, 1974; and Tyler, 1978). Students need to be stimulated and their creativity rewarded. Teachers and learners need to feel that it is all right to experiment and learn to treat failures as opportunities to learn rather than as acts to be punished (Cross, 1976; Ingalls, 1976; and Toffler, 1980). Most of all, teachers need to encourage the students to be independent learners and understand that a universal characteristic of the maturation process is movement from a state of dependency toward states of increasing self-directedness (Baltes, 1978; Gubrium and Buckholdt, 1977; Loevinger, 1976; and Rogers, 1969). Teachers must realise that because of previous conditioning as dependent learners, learners need initial help in learning to be independent learners (Kidd, 1973; Knowles, 1975, 1977, 1980; and Tough, 1979). And to provide this kind of help, they need to develop their skills as facilitators and consultants (Bell, and Nadler, 1985; Blake and Mouton, 1976; Bullmer, 1975; Combs, Avila, and Purkey, 1978; Lippitt and Lippitt, 1978; Laughary and Ripley, 1979; Pollack, 1976; Scholossberg and Troll, 1978; and Knowles, 1989). What the learners need is to be given the opportunity to experience learner independence.

INDE: An Example in Practice

> ...it is fundamental to higher education that students learn to become independent of their teachers and that they should be placed in circumstances in which they are expected to make decisions about what and how they learn... (Boud, 1995; 27).

The INDE course, short for independent learning, began its life at the Higher Colleges of Technology, Dubai Women's College, in September of 1996. It was designed to complement the year one Certificate Diploma course ENGL 1100, through the reinforcement of grammatical and functional structures contained within the numeracy and literacy context of ENGL 1100. Gradually, INDE became the gateway to libraries and independent learning

[5] The relationship between positive self-concept and superior performance has been demonstrated in studies of students (Felker, 1974; and Tough, 1979).

centres around the college system. It thus became responsible for the delivery of information on the most basic library skills, such as understanding alphabetical and numerical orders and identifying parts of a book, and ILC (Independent Learning Centre) skills, such as using a tape recorder, television and VCR.

Over the years, INDE has developed as a course, focusing progressively on learner independence and moving away from teacher dependence. The shift in INDE has taken place both in its content and mode of delivery. Now more than ever before, INDE comprehensively encompasses the acquisition of independent learning principles and skills. Through INDE activities and its implementation process, students are introduced to the basic but fundamental independent learning skills, such as reflecting, evaluating, decision making, problem solving, goal setting, and finding information.

INDE runs over two terms, each 8 to 9 weeks long. In the first term, INDE is scheduled for three periods (45 minutes) in the ILC. In the second term, it only takes place one period a week.[6] Each INDE class (anywhere from 10 to 25 classes) has a maximum of 20 students and at least one facilitator. The overall objective of the course is to "enable students to develop and improve their skills to become more effective and independent learners."[7] To achieve this overall goal, students work on improving their research, retrieval, time management, organisational, decision-making, problem-solving, reflection and self-evaluation skills, and computer skills.

INDE is unlike students' past experiences of teacher-dependent educational opportunities. In INDE, there are no teachers, only facilitators. No direct teaching takes place in INDE. Students are provided with a number of activities to choose from. There are usually a core number of activities that must be completed by the end of each term. Students can also choose from a set number of elective activities to work on once they have completed the core. Although the core activities are mandatory, the order in which students complete the activities are left to their discretion. Students decide which one of the activities they would like to do and when.

Once they have completed the activity, they are responsible for checking their answers and assigning a mark by using answer keys provided. The process of reflection and self-

[6] This may change to two periods a week in both terms in the near future.

[7] INDE Course Outline 1999-2000

evaluation is most important in developing independent learners. Self-evaluation means more than students grading their own work; it means involving them in the processes of determining what is good work in any given situation. It requires them to consider what are the characteristics of, for example, a good sentence and to apply this to their own work. Self-evaluation helps enable students to become effective and responsible learners who can continue their education without the intervention of teachers or courses (Boude, 1995: 11).

Facilitators are responsible for informing and helping students develop a learner's ability to self-evaluate. They are also responsible for checking activities for which there are no set answer keys. Once a student has chosen an activity to work on, she photocopies it and begins her work. She is also responsible for keeping track of the amount of time she spends on each activity. Each student has a personal folder where she keeps her work for further consultation. All folders are kept in a cabinet in the ILC.

Students have free access to their folders during opening hours of the centre and are free to work on their activities anytime they wish. Facilitators encourage students to work on their activities during their free time. It is left to the student to decide how much time she needs to finish her work and plan her schedule accordingly. It is up to the student to ask questions if she has difficulty understanding what needs to be done. The role of the teacher is to facilitate learning in this environment by making herself available to the students, monitoring their progress, and helping the students learn through discovery.

INDE students are made aware of this process prior to the beginning of the course. They are given a document (Appendix 1) in Arabic and English in which their responsibilities and those of their teachers are clearly outlined. Here, they are told that they are responsible for their own learning and will be treated as adults.

The course then begins with an assessment activity that asks students 6 questions about independent learning. Students are asked to write about what they think is the meaning of independent learning and what skills they would need as independent learners. Answers to the first question range from "helping myself to learn," to "becoming better at thinking and learning," to "solving problems on my own," to "doing your work without depending on others." When asked where they can use their independent learning skills, most answered in the ILC! This misconception – about where independent learning takes place or where its skills can be applied – presents one barrier to the development of our students as independent learners. Through INDE activities, students learn that independent learning takes place

everywhere and that its skills can be applied to different situations in and out of the classroom.

In addition to activities on various independent learning skills, students are required to keep a learning diary where they record what they learn in and out of class. This is to reinforce the idea that learning takes place at all times and not only in the classroom, and that a teacher need not be present for learning to take place. This is a difficult concept for students to grasp. Often they mistake 'studying' and 'doing' with learning. For example, when asked, "what did you learn in your English class today," they often reply with an answer that says what they studied in class rather than what they learned from the lesson. When asked, "what did you learn outside your class today," often the space for their answer is left blank. Whenever I have asked my students why they had not written anything there, the reply has been that they had not learned anything outside the class. Many others write about what they did outside the class and see that as what was learned. Here, the role of the facilitator is crucial in making the students understand the differences between learning, studying and doing. Many students understand the distinctions after much practicing and reflecting.

This kind of system so reliant on the efforts, enthusiasm and motivation of students and teachers, takes time to be understood and work effectively. This is especially true for students who know how to be taught but don't know how to learn and teachers who know how to teach but not how to facilitate learning. The first few weeks are difficult and confusing for most. Perhaps it is because for the first time, students have been given the opportunity and freedom to choose, trusted enough to be given answers to their activities, and held responsible for their achievements but not through exams and tests and instead through their active participation in their own learning. Possibly for the same reasons, some teachers also find it difficult to adapt to the way INDE is run. Here, facilitator skills' training for teachers becomes crucial in the success of INDE.

Nevertheless, by the end of the term, most students learn what is expected of them and do their activities systematically, planning as they go and ensuring that all requirements are fulfilled. The teachers too are more comfortable with the process and confident in their ability to facilitate learning.

At the end of the term, students briefly evaluate the course. Two major questions they are asked include 1. Name two things you learned in INDE and 2. Name one thing you think was good about INDE. Answers to the first question range from "learning how to learn on my

own" to tangible ones, such as "learning how to use the photocopy machine." The two top answers to question 2 have been "depending on myself" and "being allowed to think for myself."

In the end, INDE is not an easy course for either the students or the teachers. Teachers who are not used to facilitating find it difficult to manage INDE and students who are used to 'being taught' experience difficulty getting used to the process. Although this model of teaching and learning does not comply with all the conditions of independent learning, it does provide the opportunity for students to be placed in circumstances in which they are expected to make decisions about what and how and when they learn.

CONCLUSION

The greatest conceptual shift which is occurring in recent times in education has been from a perspective which focuses on the teacher and what she does, to a perspective in which student learning is central. Although much current practice has yet to fully reflect this shift, the importance of it is strongly reinforced by research on teaching and learning (Ramsden, 1988). Unless teaching helps improve student learning, it is not worthy of consideration. "It must be replaced by something which does influence learning" (Boud, 1995: 25). INDE is just one example where traditional teaching is replaced by something which does just that. It is a course where learning begins with the learner. Both teachers and students are faced with changing their expectations of and assumptions about teaching and learning. This is a starting point for all to reflect and acknowledge different learning preferences and teaching practices. The differences in attitudes, behaviour, expectations, preferences and abilities between the beginning and the end of the INDE course provide enough incentive for future educational planners to consider the shift from teacher dependence to learner independence.

APPENDIX 1

Welcome To INDE 1150/1250

1. What is INDE? *INDE is short for* ***INDEPENDENT LEARNING.*** *In* ***INDE, you*** *will be* ***'treated as adults.'***

2. What is INDEPENDENT LEARNING?

- ***INDEPENDENT LEARNING*** *is something we all do naturally in every day life.*
- ***INDEPENDENT LEARNING*** *is about learning skills that you need to become successful* ***learners, employees,*** *and* ***people.***
- *You need* ***INDEPENDENT LEARNING SKILLS*** *to be* ***good CD1 students.***

3. What do you learn in INDE?

- *In* ***INDE, you learn*** *to:*

- *be* ***'responsible'*** *for your learning*
- ***'ask'*** *questions*
- ***'keep track'*** *of your learning*
- ***'plan'*** *your learning*
- ***'make'*** *decisions*
- ***'solve'*** *problems*
- ***'use'*** *headphones*
- ***'reflect'*** *on your learning*
- ***'evaluate'*** *your learning*
- ***'think'*** *about what you are learning*
- ***'find'*** *information by* ***'reading'*** *newspapers, books, by* ***'using'*** *the computer…*
- ***'manage'*** *your time*
- ***'use'*** *cassette and video tape players;*
- ***'use'*** *the computer*
- ***'use'*** *the photocopy machine*

Your INDE teacher will ***NOT*** *tell you what to do.* ***You*** *have to* ***decide*** *what to do and your* ***teacher will help you*** *do it.*

Example: *You are a new student at DWC. You need to know about your classes, your teachers, your classmates, where you can find information at DWC, and DWC rules.* ***How do you learn all this information?***

Answer: *You ask questions, you search for answers from many people and in many places like the LRC, you read your timetable and your student handbook, you use the internet…*

4. What do you do in your INDE course?

- *You **behave like adults**;*
- *You **buy a photocopy card**;*
- *You **complete** a number of **tasks in 8 weeks**;*
- *You **come to the ILC whenever necessary to complete the tasks**;*
- *You **complete a daily diary** about what you learn in your classes;*
- *You **choose what tasks** to do first, second,...;*
- *You **decide when** to do each task;*
- *You **photocopy** the tasks;*
- *You **check your answers** using answer keys;*
- *You **enter your marks** in your log;*
- *You **ask questions**;*
- *You **keep an up-to-date log** of all the tasks you complete;*
- *You **keep all your work in your INDE file**;*
- *You **keep your file nice and tidy**;*
- *You **keep your INDE file in the INDE filing cabinet** at all times; and*
- *You **tidy around you** after you have finished working on your tasks.*

5. What will your teacher do?

- *Your teacher will **be there to help you when you need help**;*
- *Your teacher will **check your file**;*
- *Your teacher will **tell you how you are doing** in your course; and*
- *Your teacher will **give you the final mark**: **pass or fail**.*

6. How do you pass INDE?

- *You **come to the ILC on time**;*
- *You **speak English** in INDE;*
- *You **complete all the tasks** in your log before the course ends;*
- *You **complete your own tasks**;*
- *You **do not copy your answers** from each other even if you work in groups;*
- *You **act responsibly and professionally**;*
- *You **do the best you can**;*
- *You **respect your classmates**;*
- *You **respect your teacher**; and*

- You **tidy up after yourself**: push your chair back, put your garbage in the garbage can, put your tasks in your file (completed or not), put away everything you use after you are finished using them (books, dictionaries, INDE materials, cassette tapes, videos, headphones

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